

# *The* High School Herald

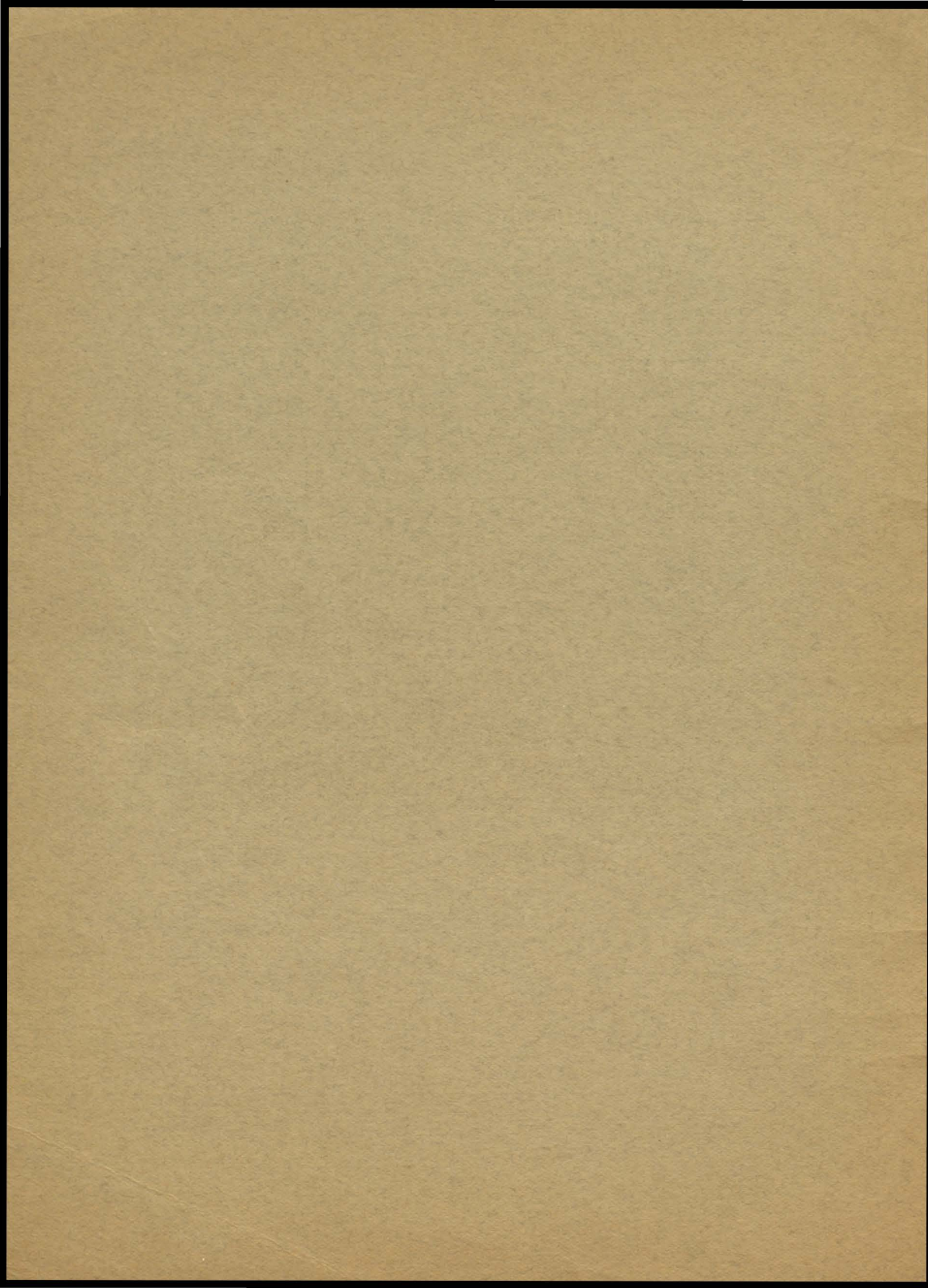
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COMMENCEMENT NUMBER . . . . JUNE, 1937









MRS. LYDIA ALLEN



DEDICATION

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*To Mrs. Lydia Allen, our music teacher, for her untiring and willing services, the Herald Board and the Class of 1937 most sincerely dedicate this Herald.*

**HERALD LITERARY BOARD****Editor-in-Chief**

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# THE HIGH SCHOOL HERALD

WINDSOR LOCKS . . . CONNECTICUT

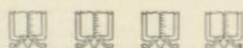
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Commencement Number, June 1937

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## THE CLASS OF THIRTY-SEVEN



STEPHANIA AGNES ANDRIK

"Stephie"

Glee Club, '34, '35, '36, '37; Senior Play Chorus, '37; Memorial Program, '36, '37; Sandwich Committees, '36; Girls' Chorus at Essay Contest, '37; Graduation Essay, '37.

"She was always sober and sedate  
And her work was never late."



RAPHAEL WILFRED BOYLE

"Ray"

Class President, '36, '37; Junior Prize Essay, First Prize; Participant in League of Nations Contest; Senior Play, '37; Baseball Manager of Grammar School, '37; President of Athletic Association, '37; Assistant Manager of Magazine Contest, '36; Manager, '37; Graduation Essay, '37.

"An able man is Raphael Boyle,  
In our class machinery, he was the oil."



BEATRICE ANGELINA BRUNEAU

"Bea"

Salesmanship Certificate; Glee Club, '34, '35, '36, '37; Graduation Chorus; Candy Committee at Senior Play in '37; Card Committee at Junior Card Party, '36.

"Beatrice is so tall,—  
Was she really ever small?"



OLGA BRUNI

"Ollie"

Glee Club, '36; Candy Committee for Senior Play, '37.

"Still water runs deep."



ELIZABETH MARY CIPARELLI

"Chip"

Glee Club, '34, '35, '36; Senior Play Dance, '37; Entertainment Committees; Class Night and Graduation Night Usher, '36; Sandwich Committees, '37.

"Elizabeth was always neat,  
With her no one could compete."







DOROTHY ELIZABETH COLLI

"Dot"

Secretary, '35, '36; Assistant Editor of Herald, '36; Glee Club, '34, '35, '36, '37; Accompanist (School), '34, '35, '36, '37; Ring Committee, '36; Decoration Committee, '36; Orchestra Committee, '36; Ticket and Decorating Committee Card Party, '36; Hostess Junior Prom, '37; Banquet Committee, '37.

"Her force was vitality,  
Whose foundation was her personality."



FRANCIS DAVID CONSOLATI

"Fran"

Chorus for Graduation, '34; Refreshment Committee for Jr. Prom; Usher at Senior Play, '37.

"Of dark complexion and meek demeanor."



VINCENT DOWD

"Vinny"

Vice-President, '35; Basketball, '36; Baseball, '36, '37.

"The man that blushes is not quite a brute."



JOSEPH DURSA

"Joey"

Box Office Senior Play, '37; Box Office, '36;  
Baseball, '36, '37; Secretary of A. A., '37; Chorus  
Memorial Day Program, '37; Class Gifts, '37.

"Mighty men have always been small,  
That's why they didn't make 'Joey' tall."



FLORENCE ELIZABETH FIRTION

"Flo"

Glee Club, '34, '35, '36; Senior Play, '37.

"Sophistication is an art  
In which Florence plays her part."

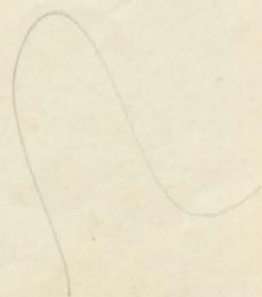


ANDREW JOSEPH GAUDETTE, Jr.

"Andy"

Secretary, '37; Special Chorus, '36, '37;  
Senior Play, '37; Baseball, '36, '37; Banquet  
Speech, '37.

"Andy, the secretary of the class,  
With his smile, attracts many a lass."







### MARGUERITE GRATTON

"Marg"

Glee Club, '34, '36; Candy and Pop Corn Committee; Sandwich Committee, Receiving Committee at Social, '37; Usher for Junior Essay Contest, '36.

"She was always quiet;  
And she will advance by it."



### MICHAEL STANISLAUS GUBALA

"Mike"

Class Editor, '37; Quartet, '34; Chorus for Graduation, '35, '36; Christmas Program, '35; Memorial Day Program, '37; Sandwich Committee, '37; Refreshment Committee for Social, '37; Entertainment Committee for Social, '37; Ticket Committee for Play, '37; Ticket Committee for Movies, '37; Toast to the Faculty at the Class Banquet.

"A boy who has a wonderful smile,  
And fortunately uses it all the while."



### JAMES MCKENNA HENDSEY

"Buddy"

Double Quartet; Senior Play Chorus, '37; Card Party Committee, '36; Ticket Committee, '36; Boys' Double Quartet.

"In Buddy, the quality of mischief is not strained."



ANTHONY JOHN ISKRZAK

"Tony"

Chorus; Refreshment Committee; Junior Prom, '36; Usher Senior Play, '37; Class Prophecy, '37.

"As every inch of him we scan  
We know that there is a man."



JANE ROBERTA JEPSON

"Jeppy"

Assistant Editor, '36; Pianist for Assembly, '34, '35, '36, '37; Glee Club, '34, '35, '36; Song for Play, '36; Chorus at Speaking Contest, '36; Ticket Committee, '36, '37.

"To the ranks of the famed  
Will Jane be named?"



MARY ELLEN KELSEY

"Mae"

Glee Clubs, '35, '36, '37; Class Will.

"We can say that May conquered  
Because she persisted."







RUTH ELIZABETH KRAUSS

"Ruthie"

Business Board, '36; Glee Club, '34, '35, '36, '37; Senior Play, '37; Sandwich Committee, Banquet Committee.

"Buxom, blithe and debonair;  
She dispells each worry and care."



JULIA LONGO

"Julie"

Essay Contest, '36; Glee Club, '34, '35, '36, '37; Senior Play, '37.

"Looking to the higher things in life,  
Sneering upon all things causing strife."



VICTOR JOSEPH MALEC

"Vic"

Athletic Editor, '37; Baseball, '34, '35, '36, '37; Athletic Board, '35, '36; Track, '35; Basketball, '35.

"In life's baseball game he'll never be tagged out."

WILLIAM McCLOSKEY

"Bill"

Double Quartet, '37; Chorus for Senior Play, '37; Speech at Class Banquet; Refreshment, Ticket and Social Committees, '36, '37.

"Cheering us with infectious grin,  
Protecting us from strife and sin."



ROBERT McCOMB

"Bob"

Salesmanship Certificate.

"I am always in haste, but never in a hurry."



WILLIAM JAMES McCUE

"Billie"

Vice-President, '37; Class Editor, '36; School Editor, '37; Junior Essay Contest; Double Quartet; Senior Play, '37; Baseball Manager, '37; Athletic Council, '36, '37; Junior Prom; Junior Card Party; Social Amusement Committee; Double Quartet; Accepted School Gift, '36.

"No matter what the problem that confronts him,  
He always attacks it with vigor and vim."







DOROTHY FLORENCE MICHA

"Dot"

Secretary, '36; Assistant Editor, '35; Assistant Editor, '37; Glee Club, '34, '35, '36, '37; Senior Play, '37; Entertainment Committee, Social, '37; Valedictorian.

"Dorothy with her locks of gold,  
Is quite a picture to behold,  
She was always a jolly lass  
And won the Valedictory of the class."



IDELLE CATHERINE MONTAGNA

"Del"

Glee Club, '34, '35, '36; Chorus Junior Essay Contest, '36; Song in "Tourists Accommodated", '36; Senior Play, '37; Class Night and Graduation Usher, '36; Sandwich Committee, '37; Social Entertainment Committee, '37; Class Gifts, '37.

"Her goal in life is success;  
She will not accept anything less."



MARJORIE KATHRYN NOLAN

"Marjie"

Certificate of Salesmanship, '37; Glee Club, '34, '36; Christmas Program, '35; Memorial Day Program, '37; Sandwich Committees, '37; Candy Committee, '37.

"And mistress of herself though the world come to ruin."

GUERINO JOSEPH PELLEGRINI

"Guerino"

Baseball, '36, '37; Ticket Collector Junior Prom, '36.

"Don't view me with a critic's eye,  
But pass my imperfections by."



BYRNECE KATHRYN POVLUCK

"Bunny"

Glee Club, '34, '35, '36; Usher at Junior Essay Contest, '36; Usher at Class Night, '36; Usher at Graduation, '36; Senior Play Chorus, '37; Sandwich Committee, '37; Reception Committee at Social, '37.

"Oh, full of fun is our dear Bunny,  
And her smile is always very sunny."



JAMES FAYON PRICE

"Jimmie"

Double Quartet Chorus, '36, '37; Senior Play, '37; Cross Country, '36; Class History.

"Jimmie's got something on his mind,  
Adequate words he cannot find."







MARION ELIZABETH QUINLIVAN

"Quinny"

Glee Club, '34, '35, '36; Social Entertainment Committee; Sandwich Committee, '37; Graduation Chorus, '37; Graduation and Class Night Usher, '36.

"She's just so, and that's just right,  
For she tries with all her might."



ROLLIN SCRUSE

"Rol"

Posters for Senior Play, '36, '37.

"The artist of our class is he,  
And he'll climb, just wait and see."



KATHRYN ELIZABETH SHAUGHNESSY

"Shock"

Assistant Editor, '36; Glee Club, '34, '35, '36; Senior Play Chorus, '37; Entertainment Committee, '37; Ticket Committee, '36; Usher at Junior Speaking Contest, '36; Usher at Class Night, '36; Usher Commencement Exercises, '36.

"A perfect woman, nobly planned,  
To warn, to comfort, and command."

## JULIA KATHERINE SHYKULA

"Ju Ju"

Associate Editor of Herald, '36; Editor-in-Chief, '37; Glee Club, '34, '36, '37; Waterbury Chorus, '37; Dance in Senior Play, '37; Basketball, '34, '36; Graduation Chorus, '37.

"Blond hair, blue eyes that's 'Ju Ju',  
And she'd do anything just for you."



## FLORA MAY THERRIEN

"Flo"

Junior Essay Contest, '36; Gregg Transcription Certificates, 60 and 80 words per minute; Christmas Program, '35; Memorial Day Program, '37; Gypsy Dance in Senior Play, '37; Card Committee, '36; Refreshment and Ticket Committees, '37; Sandwich Committees, '37; Graduation Essay; Chorus.

"Here is the mighty mite  
Who does everything right."



## MARY MARGARET TRACY

"Red"

Secretary, '35; Vice-President, '36; Treasurer, '37; Business Manager of Herald, '36; Junior Prize Essay, Second Prize; Glee Club, '34, '35, '36; Prologue in Senior Play, '37; Entertainment and Ticket Committee for Social, '37; Sandwich Committees, '36, '37; Salutatory, '37.

"High erected thoughts seated in the heart of courtesy."







## LATHAM TRUE

"Lay"

Double Quartet, Solo at Senior Play, '36;  
Organized a small Hill-Billy Band; Music for  
Senior Social, '37; Orchestra, '37; Chorus Senior  
Play, '37.

"A man who when he did sing,  
Did make the rafters 'round him ring."



## JEANNE ANNE URBANOWSKI

"Jeanne"

Certificate for Gregg Transcription Test;  
Glee Club, '34, '35, '36, '37; Waterbury Chorus,  
'37; Senior Play, '37; Class Prophecy; Words for  
Class Song, '37; Graduation Chorus, '37.

"Whose good spirit, disposition, and humor  
Are qualities worth having."



## DANIEL USANIS

"Usanis"

Double Quartet, '37; Chorus for Senior Play,  
'37; Refreshment, Ticket and Social Committees,  
'36, '37; Class Prophecy.

"When life's battle is done  
A victory he will have won."



BERTHA CATHERINE WEZOWIC

"Bert"

Glee Club, '34, '35, '36; Senior Play Chorus, '37; Class Night and Graduation Ushers, '36; Receiving Committee at Social, '37; Sandwich Committees, '37; Graduation Chorus, '37.

"Always ready with a willing laugh,  
To cut the world's sorrow in half."



JULIA MARGARET WOLNICK

"Jewel"

Treasurer, '36; Class Editor, '34, '35; Assistant Editor, '37; Junior Essay Contest, '36; Glee Club, '34, '35, '36; Senior Play, '37; Sandwich Committee, '37; Ticket Committee, '36; Social Entertainment Committee, '37; Class Night and Graduation Usher, '36; Class Gifts, '37; Commencement Essay, '37.

"Jewel, the gem of the class,  
Is a merry, gay, and blithesome lass."

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## *In Appreciation*

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*To the teachers, parents, advertisers, subscribers, friends, and to all who have helped make this issue of the Herald a success, the Herald Board and Class of 1937 extend their deepest appreciation.*

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## EDITORIAL



### GOOD FENCES AND GOOD NEIGHBORS

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"Good fences make good neighbors," writes the poet, Robert Frost. But, of course, there are always exceptions to a rule. It would take more than a mere fence or a thousand fences, piled one on the other, to make some of the European countries good neighbors. At the least disturbance these countries rouse the whole world by their quarreling.

Let us get down to the real purpose of fences. They are built to let the "other fellow" know just how far he can go and be welcome. Let him go a step farther and he is a transgressor, a law-breaker, an enemy. Good neighbors should have no need for physical barriers of barbed wire, stone, concrete. Good neighbors should realize they call themselves civilized, and civilized people do not need a glaring sign stuck in their faces saying, "This is as far as you may go." A good neighbor respects the rights of others and his intelligence tells him when he is overstepping.

For instance, our next door neighbor, Canada, has no fences nor military barriers to maintain good terms with the United States. The same is true of Mexico and the United States. These countries are good neighbors because they respect each other's rights, recognize each other's boundaries without benefit of bullets and bayonets.

A fence is justified only amongst strangers—when people do not trust each other or when arguments and irritations arise because neither knows just where the boundary is. The European countries, although hardly strangers, are continually squabbling over boundaries. With them, fences are necessary. Good fences, strong fences, adequately guarded, kept in constant repair.

Will this isolate the nations into jealous groups? No. The best part of the strong fence is the strong gate, standing invitingly open to friends and good neighbors, slammed shut in the face of enemies. If there must be a fence, its presence can be redeemed by its gate.

Good fences and good neighbors. Good fences will not make good neighbors though they will keep them off your property. Good neighbors will not make fences because you will be welcome on their property and they on yours.

Julia Shykula, '37



## HIGH SCHOOL NOTES



Miss Rosemary Loeser, a Boston University graduate, became a member of the faculty this year in the Commercial Department. This department had the following courses of study added: Bookkeeping II, for Seniors; Typewriting I, for Sophomores; and Junior Business Training, for Freshmen.

Throughout the year, various speakers addressed the school in assembly. Educators and lecturers spoke to the students on a variety of helpful and interesting subjects. Among the speakers were Dr. Bochman of the Hartford Y. M. C. A., who gave a talk on the subject, "How High Can You Climb;" Dr. Rudman of Becker College spoke on "Happiness, By-Products of Work;" Mr. Charles F. Gaugh, Principal of Bay Path Institute, told of the advantages of higher education.

Shortly after the opening of the fall term, the school was saddened by the death of Mr. Henry Hancock, who had been the school janitor for several years.

About mid-year, the Athletic Association made a drive to obtain funds. Their first attempt was the successful presentation of Mr. Raymond L. Cox, a skillful and entertaining magician from New York.

Shortly after the Cox entertainment, a magazine contest was started. Several lucky students were rewarded with prizes for obtaining several orders.

In March, the Commercial Department had a chance to show its ability in competition with other schools at Waterbury.

Mrs. Richard Allen, the teacher of music, trained a group of boys and girls to take part in a state-wide music festival in May.

William McCue, '37

### SENIOR CLASS NOTES

Thirty-five Seniors were enrolled in the Senior Class on September 9, 1936. When Josephine Acquotta left school, this number was brought down to 34, but later six members of the Junior Class, who brought their ratings up to the Senior standards, made the number forty.

On September 24, a class meeting was held and the following officers were chosen: President, Raphael Boyle; Vice-President, William McCue; Secretary, Andrew Gaudette; Treasurer, Mary Tracy.

At a class meeting on September 29, it was voted that the class should sell Christmas Cards. This was our first step in earning money for our class treasury. Sandwich sales were planned during the year and they showed a reasonable profit in each case.



A Social was given in Memorial Hall, on November 6. Among the many interesting features of this social were a series of old-fashioned dances executed by members of the class. It was at this affair that the school orchestra made its first appearance. This social proved a financial and a social success for the Senior Class. A Social was also planned instead of a Mid-year Dance. It was given on January 21, in Memorial Hall. Refreshments were served and a gala time was had by everyone.

On October 16, the following members were elected to the Athletic Council: Raphael Boyle, William McCue, Joseph Dursa, and Andrew Gaudette.

The Seniors sponsored two moving picture entertainments during the year, and the attendance and enthusiasm was very satisfactory. The proceeds from these two movies aided the class a great deal.

Many of the members of the Senior Class attended the musical convention at Waterbury, in May.

The annual play, "Jane Eyre," was presented by the Senior Class on April 14, at the Rialto Theatre. The play showed excellent interpretation and much hidden ability was displayed by the cast. A great deal of credit should be given to all members of the cast who gave a very faithful characterization of the roles they were playing. The beautiful costumes, the gypsy songs and dances, and the orchestra selections added much to the evening's entertainment. Candy was sold as an added feature between acts. The play was presented before a very large and very appreciative audience. Thus the proceeds from the sale of candy proved most satisfactory. The Senior Class wish to take this opportunity to thank all members of the faculty, all pupils of the school, and the townspeople for enabling them to make this enterprise such a success.

At a recent class meeting the Senior Class voted to give their class parts at the banquet instead of having a special Class Night program. The banquet was held at the Hotel Highland in Springfield, on June 16.

The following program was given at this banquet:

|   |                                      |
|---|--------------------------------------|
| Toastmaster .....                       | Raphael Boyle                        |
| Toast to W. L. H. S. ....               | Andrew Gaudette                      |
| To the Past (Class History) .....       | James Price                          |
| To the Present (Class Inventory) .....  | William McCloskey                    |
| To the Future (Prophecy) .....          | D. Usanis, A. Iskrzak, J. Urbanowski |
| To the Girls of '37 (Class Gifts) ..... | L. True, J. Dursa                    |
| To the Boys of '37 (Class Gifts) .....  | J. Wolnick, I. Montagna              |
| To the Faculty .....                    | Michael Gubala                       |

It was also voted at this meeting that caps and gowns would be worn at Commencement exercises on Thursday, June 17. The Senior Reception was held June 11.

The last assembly was held June 19. Some of the features of this program were as follows:

|                          |               |
|--------------------------|---------------|
| Gift to the School ..... | Raphael Boyle |
| Class Will .....         | Mae Kelsey    |
| Toast to Athletics ..... | Victor Malec  |

Michael Gubala, '37



### JUNIOR CLASS NOTES

---

The Junior Class, now composed of thirty-nine pupils, although its enrollment in September was forty-one, elected as its officers and representatives the following persons: John Colli, president; Irene Galipeau, vice-president; Jean Campanosi, secretary; Francis Gorka, treasurer; John Mazurek, Robert McKenna and Dorothy Masera, representatives to the Athletic Council. Later meetings carried on the routine business of the Junior Class: Selection of rings, finance, Junior Prom, etc.

Social successes under the direction of the class were the unique Christmas program presented under the direction of Miss Casinghino and Miss Loeser, the Junior Prom and the Junior Speaking contest. The Junior Prom was held May 28, at Memorial Hall, which was decorated as a modern garden. This event, with music by Art McKay, proved to be a success. On June 2, at St. Mary's Hall, the annual Junior Essay Contest was held. The participants were Rita Furey, who spoke on "Educational Improvements;" Doris Jenkins whose topic was "Are You Superstitious?;" Irene Galipeau, "Public Health;" Valmore Gratton, "Reforestation;" Clarence Roszelle, "Maintaining Peace," and Michael Molyn, "Our Debt to the Past." Valmore Gratton and Doris Jenkins placed first and second, respectively. Entertainment was furnished by the Girls' Glee Club and the Boys' Double Quartet.

The Junior Prom and School sandwich and cake sales, sponsored by the Junior Class, proved to be financial successes. The class wish to thank their schoolmates for the spirit and cooperation shown in all these undertakings.

Rita Furey, '38

### SOPHOMORE CLASS NOTES

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The Sophomore Class began the year with thirty-two girls and twenty-four boys. During the course of the year, however, the following pupils left school: Regina Podgurski, Mildred Ridel, Helen Satori, Alice Taravella, Josephine Povlick, Yolanda Campaminosi, John Carnevale, Stanley Quaggin, Albert Roncari, Angelo Taravella and Charles Pyznar.

In October, the class officers were elected: President, Ramon McCue; Vice-President, Fred Stanger; Treasurer, Kathleen Rabbett; Secretary, Margaret Rabbett; Luella Howlette chosen for the Athletic Committee.



During the year the class presented two programs: One in honor of Washington and Lincoln, and the other in celebration of Easter. The presentation in memory of Washington and Lincoln was given February 19, with the following cast: Irene Daglio, Theresa Danyluk, Isabelle DeBella, Eleanor Dowd, Angelina Farrari, Louise Howlette, Barbara Kane, Caroline Naie, Elizabeth Oates, Germaine Paquin, Kathleen Rabbett, Margaret Rabbett, Rena Sicbaldi, Lillian Snow, Mildred Wallace, and John Longo, as chairman. The presentation was directed by Miss Burke and Mrs. Allen. A program for Easter was presented with the following cast: Genevieve Ludwin, Genevieve Gubula, Marjorie McCann, Elsie Sales, Bernice Christian, Anna Christian, Helene Sedar, Albert Roncari, Ralph McComb, Robert Merrigan, George Harvey, and Ramon McCue as chairman. This program was directed by Miss Holbrook and Mrs. Allen.

The Sophomore Class contributed weekly dues for the support of the Athletic Association. Kathleen Rabbett and Ramon McCue had charge of these dues.

George Harvey, '37

### FRESHMAN NOTES

---

On September 9, 1936, seventy-five Freshmen entered the Windsor Locks High School. The number of pupils enlisted were forty-one boys and thirty-four girls. In the course of the year, twelve boys and seven girls left the Freshman group. This left only fifty-six members in our class. In October, the class elections were held with results as follows: President, Francis Ciparelli; Vice-President, Ellen Root; Treasurer, James Colli; Secretary, Marion Holmes; Athletic Council, John Brown.

During the year we attended several interesting and amusing class programs. Then in the spring, the Freshman class gave a Flag Day and Peace Day Program, which was enjoyed by all the students of the high school. We now leave our Freshman seats vacant for the newcomers, as we go ahead to become Sophomores.

James Colli, '40

# ATHLETICS



Due to inadequate equipment and the lack of a gymnasium the only sport the Windsor Locks High School could participate in was baseball. In the future, the High School may have more outside sports, as the new athletic field will be completed and more time can be given to the members of the school.

In the early spring, the boys reported for practice under the supervision of Coach Robert Jackson. The team consisted of the following—Seniors: Andrew Gaudette, Joseph Dursa, Guerino Pellegrini, James Price, Vincent Dowd and Victor Malec. Juniors: John Mazurek and Robert McKenna. Sophomores: William Poggi, John Sasali, William McKenna, William Kuczynski and Fred Stanger. Freshmen: Albert Calsetta and Chester McComb.

To raise funds for baseball equipment the athletic association presented the magician, L. Raymond Cox and his Wonder Workers, at the Rialto Theatre, and also sold magazines for the Curtis Publishing Company.

|                   |                           |      |      |
|-------------------|---------------------------|------|------|
| April 20          | Rockville                 | Away | Lost |
| April 23          | Collinsville              | Away | Won  |
| April 28          | Manchester Trade          | Away | Won  |
| April 30          | Watkinson                 | Away | Won  |
| May 5             | Hartford Trade            | Home | Lost |
| May 7             | Rockville                 | Home | Lost |
| May 14            | Manchester Trade          | Home | Lost |
| May 20            | Morse College (Cancelled) |      |      |
| May 26            | Enfield                   | Home | Won  |
| May 28            | Watkinson (Cancelled)     |      |      |
| June 2            | Hartford Trade            | Away | Lost |
| June 9            | Enfield                   | Away | Lost |
| Victor Malec, '37 |                           |      |      |



## GRADUATION NIGHT PROGRAM



### SALUTATORY

Members of the Board of Education, Teachers, Parents and Friends:—

It is indeed an honor to have the privilege of welcoming you tonight in behalf of the Class of 1937. We wish to express our deepest thanks for the opportunities for education that you have given us and for the co-operation that you have shown us in all our activities. We sincerely hope that our commencement exercises, dealing with the value of education, will be enjoyable to all.

#### THE VALUE OF THE EDUCATED MAN TO HIMSELF

Today, it is not enough for a person to be willing to work, and to economize in order to reach his desired goal, for something much greater than mere attention to business is necessary to attain success. The man or the woman who will succeed in this age of advancement will be the one who is able to compete with others, who is energetic, alert, and willing to put his best efforts into all that he undertakes.

Not all of us are gifted with an equal amount of intelligence, but all of us have some quality that enables us to serve our fellowmen to the best of our abilities. That is why it is necessary for us to obtain as much education as possible, in order that we may learn from the experience of the past, the forces and qualities which have guided others on their journey toward success; for success is a journey, and it should never be considered a destination. Thus education helps the man to find his place in the world and to lift his share of the burdens of the world. Furthermore, education (both cultural and vocational) enables man to live more peaceably with himself and with his fellow citizens.

Lewis F. Lawes, famous criminologist and warden of Sing Sing Prison says: "Education must realize its proper place in the new scheme of things. We spend millions upon millions on our overcrowded reform and penal institutions. The veins of racketeering run through many channels of every day life. Yet, we pay insufficient heed to the matter of training a large portion of our youth to earn a livelihood and be decent and useful citizens." Therefore, education should tend to make a man more law-abiding, more broad-minded, more tolerant, more resourceful, and efficient enough to cope with the problems of life, which he must conquer.

Education should furnish him with the tools and the means of attacking these difficulties and overcoming them successfully, for as our motto states, "HE CONQUERS WHO PERSISTS."

Mary Tracy, '37



## THE VALUE OF THE EDUCATED MAN TO THE HOME

The affairs of the household are of great importance to our national welfare. Many years ago home economics was not taught in schools as a subject of the curriculum, as the home trained its future homemakers, but today as the home has become lax in this type of training so necessary to the happiness and well being of individuals, the school has to undertake the task. Only in recent years this subject has developed into a real science which is most practicable and helpful to the smooth running of a home.

Many people hold the belief that home economics can be taught to pupils in elementary schools, but real problems in homemaking demand the judgment that a university can develop. Social problems and food research are home affairs that demand the best brains in the land. In a true sense, however, home economics is an examination of all lines of activities and then adapting whatever may be of use in the art of making a home.

There are really five major divisions of home making: first, family relationship; second, family economics; third, the house; fourth, food and nutrition; and fifth, clothing.

Family relationship brings about the matter of regarding the responsibilities of a high school boy or girl. Child development and care and questions of parent education are an essential part of a well-rounded home economics course.

Household budgeting comes under the division of family economics. Everyone should know about the costs of living, standards of living, and planes of living because they are of vital interest. Furnishing a beautiful home means as much to domestic happiness as a well-cooked meal. Financing the home is also a pertinent subject.

Another important factor in domestic life is the forming of good food habits. Every boy and every girl should be able to plan, buy, and prepare simple wholesome meals. Every citizen should know how much it costs to provide food for a family. Also every person should know a little about the selection of clothing.

From the point of view of general education, problems in home economics have served to encourage reflective thinking. Therefore, this subject is a worthy one, and the young man or young woman who knows something about home economics is a valuable member of his family. It should be taught in every school all over the United States, for it will make the domestic life of a community much happier than it has ever been. Thus we hope to see the day when Windsor Locks High School can have added to its course of study some of these valuable courses in Home Economics.

Julia M. Wolnick, '37



## THE VALUE OF THE EDUCATED MAN TO THE COMMUNITY

What have educated people done for their communities in the past, and what are educated people doing for their communities in the present? Without hesitation we can safely answer that they have done a great deal. Educated people make good citizens, and as good citizens they perform many tasks that are of benefit to the community.

What are some of the qualities of a good citizen? First, he is intelligent. He learns what is going on in his community and is interested in its affairs. Second, he is open-minded. He sees the viewpoint of others and does not act in a stubborn, prejudiced fashion. Third, he is courageous. He stands up for what he believes is right. Fourth, he is honest. He keeps his word and anyone can trust and depend upon him. Fifth, he is unselfish. He is thoughtful of the rights of others. Sixth, he is cooperative, that is, he is a good companion and tries to get along with people. He gives as well as receives. These are only a few of the qualities an educated person possesses. Even Abraham Lincoln had these qualities in mind when he said, "I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have. I must stand with anybody that stands right; stand with him while he is right and part with him when he goes wrong."

The character of any community is determined largely by the people who dwell in it. As a member of the community, an educated person is more interested in its welfare. He knows its problems and what sort of voters decide its elections. He helps a great deal to improve his community, to keep it clean, and to give it a good name. He is more friendly and courteous. He takes pride in his community. He boasts about it, tries to beautify it, and stands up for it.

Benjamin Franklin was such a citizen. He was always on the watch for ways in which to better the place in which he lived. He was the first person to put up a street lamp in front of his house to aid passers-by in the night. He employed a man to keep the street clean in front of his home. He founded the first hospital and helped to establish the first free library in the city. He also played a part in organizing a fire department, a police force, and an academy.

Another example of such a citizen was the late John D. Rockefeller. "His religion was to advance, extend that kingdom here on earth, and to do it through the foundations which he established and the institutions which he generously supported."

In the past, educated people have done a great deal for your community, and the educated people of today should continue with the good work which they have left unfinished. Horace Mann once wrote, "If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education."

Stephanie Andrik, '37



## THE VALUE OF THE EDUCATED MAN TO THE STATE

At this time of year when the youth of our nation attracts the attention of the country by its commencement exercises we are brought to realize that millions of young people enter the portals of our schools and colleges each year. Upon graduating from high school most students are fast approaching the age when they will have the opportunity of that great democratic privilege—the right to vote. How will they use this privilege when it is granted to them? Will they be able to exercise this right in a manner intelligent enough to preserve our Democracy? The answers to these questions depend upon the degree that education has fitted these young people for their places in the state.

The primary aim of public education should be to enable a citizen to get such a clear understanding of public problems that he is able to act intelligently with respect to them; for the greatest enemy of democratic government is civic ignorance. A man need not think that he is doing his duty every two years if he votes, for real citizenship means he must have an understanding of the society in which he lives and a desire to improve it. Especially at a time like this when changes in our political system come much faster than usual, we cannot afford to take chances in training our youth in the ways of Democracy.

In this world today torn by the conflicting forces of Communism and Fascism, every citizen is in need of the type of education which will give him an honest insight of the realities of Democracy showing him both the failures and the achievements of Democracy. He must also understand the machinery of other governments in order to realize the full value of his own government.

Communist and Fascist schools do not hesitate to use their educational system to indoctrinate their types of governments in the minds of children. Surely we cannot even attempt to make adherents of Democracy unless we teach thoroughly the structure of our government and its national history.

In past periods of American History the common man has had much less power than he has today. Because of this he must be taught to live up to his obligations rather than let himself become of the rabble. If he is well trained, he will not become the slave of newspaper propaganda, to be influenced by every demagogue to whom he listens. He will be able to judge from his early discussions and studies which political and economic philosophies he should accept.

Since we understand, therefore, that the preservation of our Democratic Government depends upon the creating of an intelligent responsible citizenry, it is toward that end that we must now make rapid strides.

Along this road lies the way to peace and security. Delay in moving in this direction may mean the decline and decay of American Democracy. As Horace Mann declared, "We need general intelligence and integrity as we need our daily bread. A famine in the latter would not be more fatal to health and life, than a dearth in the former to political health and life. Misgovernment can more than cancel all the blessings of science and the bounties of Heaven."

Raphael Boyle, '37



### HORACE MANN, THE GREAT EDUCATOR

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It is necessary today, that everyone should have as fine an education as possible to enable him to survive in this complex civilization of ours. The world is depending on the future generation to solve some of the difficulties of the present. Thus, we must have educated men and women qualified to meet these puzzling problems of our times.

No doubt, Horace Mann, whose hundredth anniversary we are celebrating this year, is the most inspiring example in the history of American Education. Almost a century ago, he tried to impress upon the people of Massachusetts, the need for a free public school system, for without free education, many children of poor families would be unable to receive any schooling, and our nation could not exist half ignorant and half educated any more than it could exist "half free and half slave."

As Horace Mann suffered from bad health, he realized the need for schoolhouses to be made livable and comfortable places. He tells the story of a visit one rainy day to a little schoolhouse which had an enormous leak in the roof. He spoke jokingly to the teacher, asking if some of the children wouldn't be drowned. She replied, however, that this would be impossible, because the floor leaked as badly as the ceiling, and as soon as the rain fell from the ceiling, it drained out through the floor. Today we are not confronted with conditions like that, but we should remember that school children should be housed in buildings which are comfortable and which provide the environment necessary to good habits of work.

The results of Horace Mann's untiring efforts in behalf of education certainly prove the truth of the motto "He conquers who persists." As a lawyer, Horace Mann came in contact with many criminals, who he learned had become criminals through the lack of education. Thus he tried to correct this condition.

There is an interesting law in Iceland that says when a minor child commits a crime, the courts should find out whether or not the parents have given him a good education. If it is proved that they have not, then the child is acquitted, and the parents are punished. Perhaps that law should apply to other countries too, for very often, children are taken out of school by their parents, or allowed to leave school unnecessarily to go to work. In addition it has been proved that education has a market value. Business men and manufacturers, who employ thousands of workmen, tell us that the work of the educated person is much superior to that of the uneducated person. Uneducated people find it more difficult to get positions today, and the uneducated person is always among the first to lose his position. Besides the educated person advances steadily in position and earning power, while the uneducated jobholder can look back ten or fifteen years, and if he is still holding the job at all, he will find that he has not advanced in his work in the same degree as the better educated individual. Thus, from the standpoint of dollars and cents, education pays.



It is the duty of parents to give their children as many educational advantages as possible. All parents want their children to succeed in the world, to hold good positions, to converse well, and to talk and understand current events, and all this can be done only through a good educational background.

Thus, fellow citizens, let us continue to give the young people of our town every educational advantage possible, for it is the chief means that they have of reaching safety, honor, and happiness. Let us strive to do this even if it means a sacrifice. Let us remember that one hundred years ago this July, Horace Mann gave up a promising law career to become secretary of the Massachusetts State Board of Education. This decision was a turning point, not only in Mann's life, but in the history of American education.

In closing, let us recall the words from a great commencement address delivered by Horace Mann at Antioch College, in 1859. "Be ashamed to die until you have won some victory for humanity."

Flora Therrien, '37

## VALEDICTORY

### THE VALUE OF THE EDUCATED MAN TO THE WORLD

An educated man can live effectively, usefully, and comfortably with his fellow men, because he can understand his countrymen better and in understanding them he can cooperate more easily with them. In like manner, education tends to make nations more tolerant and peace-loving, for peace can only flourish in nations where intelligent analysis is employed in the settlement of disputes and other problems which arise.

Public opinion, however, is the deciding factor in many disputes between nations and the amount of knowledge and enlightenment individuals have often gages their opinions on international affairs. A man who studies and understands the customs, laws, and living conditions of other countries besides his own is more capable of giving an intelligent and fair-minded point of view on decisions in controversies which have to be judged by public opinion. The educated man not only presents his point of view, but he exerts influence enough to attract other people to his way of thinking.

Thus modern education should prepare a man not only for effective, cooperative living with his fellow citizens, but it should include the study of history, the interests, customs, and problems of other nations. To be sure, it is the duty of every citizen to understand thoroughly the laws of his own country and to try to enforce them. The educated man should have a similar understanding of the laws of other countries, for it is only through international understanding that we shall build an era of peace among nations.



A few lines from a poem by Elwood Roberts show the feeling of all thinking people:

"The blessed day is dawning,  
When war and strife shall end;  
When all mankind together  
Shall dwell, as friend to friend.  
That happy day, O Nations,  
Pray God He soon may send  
When all mankind together  
Shall dwell as friend to friend."

That day can only come when the nations learn that education is the only thing that will lead to settlement of disputes without destruction of lives and property; in other words education is the surest means to peace among nations.

Therefore, Classmates, in saying farewell to you, I also want to say, let us each do our part in the drive to preserve world peace by supporting education for peace.

Dorothy Micha, '37

### CLASS SONGS

Tune: "My Melancholy Baby"

Four long years together now are ending.  
We must meet again some day,  
And our future work we soon are starting.  
We shall climb and reach the top some day.  
All our friends and teachers we are leaving  
And those happy days at High,  
So, farewell, classmates,  
It's success for him who waits,  
He conquers who persists, so now "Goodbye."

Tune: "Let Me Call You Sweetheart"

Farewell, dearest classmates, we must say "adieu,"  
Our four years have ended  
Though they seemed just two.  
Thanks to friends and teachers,  
Those that saw us through.  
Farewell, dearest classmates, we must say "adieu."

So we now are parting, from our high school dear,  
For our friends--and teachers  
We now shed a tear.  
So at last we're parting,  
Here's a long, sad sigh,  
Farewell, dearest classmates, we must say "Goodbye."

Jeanne Urbanowski, '37

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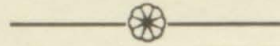


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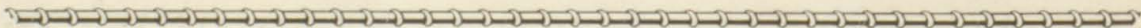


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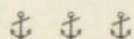
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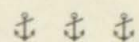
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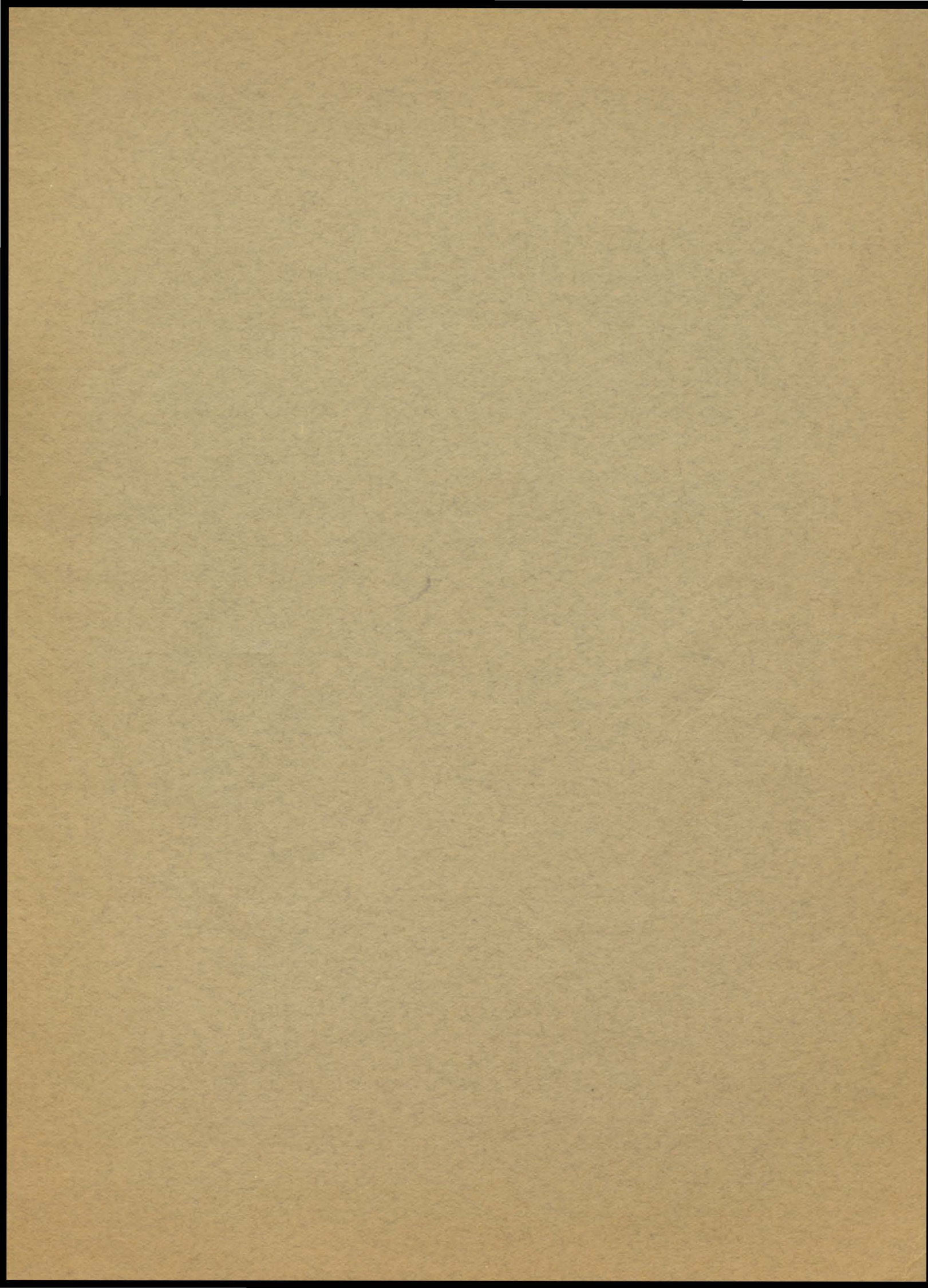


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